

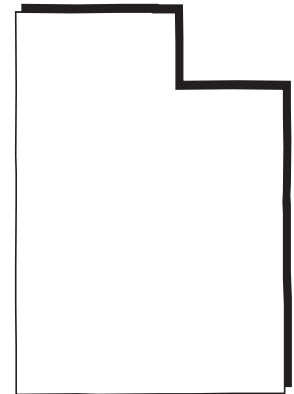
# World Geography

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*textbook alignment to the*

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## Utah Core Curriculum Geography for Life



 **McDougal Littell**  
A DIVISION OF HOUGHTON MIFFLIN

## Textbook Alignment to the Utah Core – Geography for Life

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes No X*

Name of Company and Individual Conducting Alignment: McDougal Littell and Lara Hightower

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

X The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Geography for Life Core Curriculum

Title: World Geography © 2005 ISBN#: SE: 978-0-618-37763-3 TE: 978-0-618-37767-1

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: NA

STANDARD I: Students will understand the world in spatial terms.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Use maps and other geographic tools to acquire information from a spatial perspective.				
a.	Explain the differences between major types of map projections.	SE/TE: 10, 18-19, 24  Add'l TE: 1d		
b.	Examine characteristics of maps and globes such as latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.	SE/TE: S22-S23, S24-S25, S26-S27, A1-A37, 6, 9, 10-13, 16-21, 24-25; <i>see also maps, interpreting maps Skillbuilders and Rand McNally Map and Graph Skills throughout the text. For example, see pages 37, 131, 171, 206, 287, 322, 359, 419, 473, 528, 565, 693</i>  Add'l TE: 1d		
c.	Explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship of weather patterns.	SE/TE: 49, 53, 54-58, 68-69  Add'l TE: 47d		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<p><b>d.</b> Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).</p>	<p><b>SE/TE:</b> S14-S15, S18-S19, S22-S23, S24-S25, S26-S27, 19, 23, 64, 131, 179 206, 248, 281, 322, 357, 391, 419, 464, 494, 528, 559, 596, 624, 664, 733, R12, R13; <i>see also Skillbuilders throughout the text. For example, see pages 37, 171, 287, 359, 473, 565</i></p> <p><b>Add'l TE:</b> <i>see Activities throughout the text</i></p>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.2: Explore the concept of mental maps to organize information about people, places, and environments.</b>				
<b>a.</b>	Define mental mapping.	SE/TE: 5, 151, 205, 215, 287, 565  Add'l TE: 15, 547		
<b>b.</b>	Appraise mental maps, from simple to complex.	SE/TE: 5, 151, 205, 215, 287, 565  Add'l TE: 15, 547		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 1.3: Analyze the spatial organization of people, places, and environments on the earth's surface.</b>				
<b>a.</b>	Describe the importance and role of location in geographic studies.	<b>SE/TE:</b> 9, 14, 24-25; <i>see also interpreting maps <b>Skillbuilders</b> throughout the text. For example, see pages 37, 171, 287, 359, 473, 565</i>  <b>Add'l TE:</b> 1c, 153c, 257c, 337, 403, 521, 501c		
<b>b.</b>	Apply the geographic mode of inquiry (What? Where? How? And So What?) to world regions.	<b>SE/TE:</b> 9; <i>see also interpreting maps <b>Skillbuilders</b> throughout the text. For example, see pages 37, 171, 287, 359, 473, 565</i>  <b>Add'l TE:</b> 7, 61, 231		
<b>c.</b>	Evaluate the locational importance of human and natural resources using maps, satellite images, and databases.	<b>SE/TE:</b> 120, 121, 141, 160, 179, 419, 276, 531, 554  <b>Add'l TE:</b> 233, 537c		
<b>d.</b>	Define absolute and relative location, recognizing political and physical boundaries.	<b>SE/TE:</b> 6, 14, 17, 24-25  <b>Add'l TE:</b> 15		

STANDARD II: Students will understand the human and physical characteristics of places and regions.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1: Interpret place by its human and physical characteristics.</b>				
a.	Examine human characteristics, including language, religion, population, political and economic systems, and quality of life.	SE/TE: 71-97, 135-153, 155-171, 176-178, 180-183, 217-243, 249-251, 252-255, 289-317, 319-321, 326-329, 361-383, 385-387, 388-390, 392-395, 431-459, 461-463, 465-467, 468-471, 503-523, 525-527, 529-531, 532-535, 567-591, 593-595, 600-603, 635-639, 665-667, 668-671, 705-725, 727-729, 730-732  Add'l TE: 69c, 133c, 153c, 215d, 287d, 383c, 429d, 459c, 459d, 473d, 501d, 523c, 591c, 591d, 633c, 633d, 703d		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>b.</b> Investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.	<b>SE/TE:</b> 5-25, 27-29, 49-69, 116-133, 200-215, 272-287, 344-359, 414-429, 486-501, 550-565, 597-599, 618-633, 661-663, 688-703  <b>Add'l TE:</b> 25c, 25d, 257c, 257d, 397c, 605c, 673d		
<b>c.</b> Recognize that places change over time.	<b>SE/TE:</b> 29, 30-31, 32-33, 37-41, 42-45, 46-47, 56-58, 67, 87-90, 146-147, 148, 149, 150-151, 176-178, 210-213, 228-229, 245-247, 284-285, 323-325, 353-356, 424-427, 520-521, 529-531, 560-563, 593-595, 628-631, 640-641, 699-700, 730-732, 734-737  <b>Add'l TE:</b> 25c, 185c, 317c, 397d, 605d, 725d		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.2: Assess how people create regions to interpret the earth's surface.</b>				
<b>a.</b>	Recognize how peoples create regions to understand a large, complex, and changing world.	<b>SE/TE:</b> 7-8, 59-63, 98-99, 145-149, 166-169, 186-187, 258-259, 332-333, 398-399, 474-475, 538-539, 606-607, 674-675		
<b>b.</b>	Characterize the similarities and differences within and between regions.	<b>SE/TE:</b> 108-115, 145-149, 164-165, 166-169, 196-199, 240-241, 268-271, 308-309, 342-343, 350-352, 380-381, 408-413, 446-447, 484-485, 508-509, 548-549, 588-589, 616-617, 656-657, 666-667, 684-687, 716-717  <b>Add'l TE:</b> 7, 133c, 215d, 287d, 473d, 537d		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.3: Evaluate how culture and experience influence the way people live in places and regions.</b>				
<b>a.</b>	List and define components of culture; e.g., race, gender roles, education, religion.	<b>SE/TE:</b> 71-77		
<b>b.</b>	Explain the effects of cultural diffusion from country to country.	<b>SE/TE:</b> 72, 142-143, 161-162, 218-219, 236, 300, 306-307, 310-311, 314, 377-378, 516-517, 648-649, 708-709  <b>Add'l TE:</b> 359d		

STANDARD III: Students will understand how physical processes shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1: Examine the physical processes that shape the earth's surface.</b>				
<b>a.</b>	Examine the role of plate tectonics in shaping the earth's surface.	SE/TE: 29, 37-39, 41, 46-47, 416-417, 551-552, 661-662  Add'l TE: 25c		
<b>b.</b>	Assess the external forces of weathering and erosion.	SE/TE: 42-44, 46-47, 150-151  Add'l TE: 25c		
<b>c.</b>	Explain the factors that combine to shape climatic and vegetation patterns on earth.	SE/TE: 54-58, 65-66, 67, 68-69		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.2: Assess the characteristics and locations of ecosystems.</b>				
<b>a.</b>	Identify the characteristics of ecosystems.	<b>SE/TE:</b> 45, 65-67, 117-122, 123-126, 201-205, 207-209, 245-247, 273-277, 278-280, 345-349, 350-352, 415-418, 420-423, 487-490, 491-493, 551-555, 556-558, 619-623, 625-627, 689-692, 694-697		
<b>b.</b>	Use geographic tools to identify the location and distribution of global ecosystems.	<b>SE/TE:</b> 66, 125, 207, 351, 421, 557, 626		
<b>c.</b>	Compare regions of the earth with similar physical features, such as semiarid regions in Utah with other semiarid regions of the world.	<b>SE/TE:</b> 60-63, 64, 66, 123-126, 278, 351-352, 420-421, 422-423, 491-493, 626		

STANDARD IV: Students will understand how human activities shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1: Analyze the characteristics, distribution, and migration of human populations on the earth's surface.</b>				
<b>a.</b>	Describe how physical environments provide geographic advantage or disadvantage.	SE/TE: 8, 80-81, 128, 145-149, 166-169, 275, 277, 348-349, 354-355, 417-418, 495-496, 554-555, 560-561, 562-563, 597-599, 622-623, 661-663  Add'l TE: 107, 473d, 537c		
<b>b.</b>	Examine the importance of water to settlement patterns.	SE/TE: 32-33, 129, 149, 275, 283-284, 302-303, 489, 490, 495-496, 516, 553, 554, 560-561, 562-563, 584, 621-622		
<b>c.</b>	Explain why people who modify their physical environment in one place cause change in other places.	SE/TE: 177, 245-247, 323-325, 330-331, 427, 629-630, 734-737, 738-739  Add'l TE: 605d		
<b>d.</b>	Investigate how people adapt to their environment.	SE/TE: 89, 127-130, 132-133, 210-213, 214-215, 286-287, 353-356, 358-359, 426-427, 495-496, 500-501, 597-599, 604, 630-631, 632  Add'l TE: 537c		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.2: Analyze economic interdependence among regions and countries.</b>				
<b>a.</b>	Examine economic networks, from local to global.	<b>SE/TE:</b> 91-95, 96, 140-142, 145-149, 152-153, 159-160, 166-169, 170-171, 219-220, 225-226, 233-234, 238, 242-243, 252-255, 292, 298-300, 305, 313, 364, 372-373, 377, 382, 388-390, 396-397, 433-434, 439-440, 443-444, 450-451, 455-456, 458, 461-463, 472-473, 505, 513, 518-519, 522-523, 529-531, 536-537, 569-570, 574-575, 581-582, 586-587, 590-591, 637-638, 644-645, 650, 652-653, 658-659, 665-666, 672-673, 707-708, 714, 721-722, 725, 730-731, 738-739  <b>Add'l TE:</b> 215d, 359d, 523c		
<b>b.</b>	Assess how nations and cultures are linked through transportation, communication, language, currency, goods, and services.	<b>SE/TE:</b> 129, 130, 160, 180-183, 212-213, 275, 284-285, 298-300, 375-376, 431-432, 434, 665-667, 698-699, 722  <b>Add'l TE:</b> 359d		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.3: Investigate various forms of governance and how they affect peoples and landscapes.</b>				
<b>a.</b>	Compare and contrast political systems within world regions.	<b>SE/TE:</b> 83, 139, 158, 249-251, 303-304, 327, 363, 512-513, 519, 568-569, 574, 580-581, 636-637, 649-650, 652, 720		
<b>b.</b>	Determine the role of government in contemporary and historical world issues.	<b>SE/TE:</b> 83, 91, 136, 139, 156-158, 160, 174-175, 178, 218, 220, 224, 232, 249-251, 289, 297-298, 306-307, 311-312, 315, 326-329, 363-364, 371-372, 387, 432, 449, 454-455, 466-467, 468, 504-505, 511-513, 518, 532-535, 568-569, 574, 580-581, 600-603, 636-637, 647-648, 649, 651-652, 663, 671, 706-707, 719-720, 727-729, 734-737		

STANDARD V: Students will understand the interaction of physical and human systems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1: Explore how humans change the environment and how the environment changes humans.</b>				
<b>a.</b>	Evaluate the role of technology in modifying the physical environment.	<b>SE/TE:</b> 94, 138, 282-283, 495-496, 530, 562-563, 628-630		
<b>b.</b>	Explain how historical events affect physical and human systems.	<b>SE/TE:</b> 30-31, 40, 129-130, 150-151, 228-229, 230-232, 236-237, 294-295, 319-321, 368-369, 389, 436-437, 491-493, 520-521, 579-580, 584-585, 640-641, 648-649, 710-711, 727-729		
<b>c.</b>	Discuss regional issues; e.g., desertification, deforestation, pollution.	<b>SE/TE:</b> 211-212, 284-285, 324-325, 353, 424-425, 560-561, 630-631  <b>Add'l TE:</b> 185c, 317c		
<b>d.</b>	Predict the potential effect of human modification on the physical environment.	<b>SE/TE:</b> 177, 245-247, 282-283, 425-426, 558, 570, 628-630, 734-737  <b>Add'l TE:</b> 185c		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.2: Assess the importance of natural and human resources.</b>				
<b>a.</b>	Describe the roles of natural and human resources in daily life.	<b>SE/TE:</b> 121-122, 143-144, 162-163, 221, 239, 277, 292-293, 301, 306-307, 314-315, 366-367, 373-374, 505-507, 514-515, 519, 570-571, 576-577, 585-586, 609, 645-646, 655, 668-671, 709, 715, 723		
<b>b.</b>	Identify worldwide distribution and use of human and natural resources.	<b>SE/TE:</b> 22, 78-82, 91-95, 106, 120, 121, 141, 160, 179, 204, 276, 341, 359, 419, 450, 483, 501, 531, 547, 554, 569, 594, 615, 622, 725  <b>Add'l TE:</b> 233, 537c		
<b>c.</b>	Compare and contrast the use of renewable and nonrenewable resources.	<b>SE/TE:</b> 93, 121-122, 140-141, 204-205, 245-247, 252-255, 276-277, 348-349, 489-490, 554-555, 622-623  <b>Add'l TE:</b> 359c, 523c, 537c		
<b>d.</b>	Evaluate the role of energy resources as they are consumed, conserved, and recycled.	<b>SE/TE:</b> 22, 122, 204-205, 277, 324-325, 348-349, 395, 397, 439-440, 489-490, 495-496, 497-499, 501, 505, 529-531, 555, 628-630		

STANDARD VI: Students will use geographic knowledge to connect to today's world.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>NA</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1: Apply geographic concepts to interpret the past.</b>				
<b>a.</b>	Apply an understanding of cultures as an integrated whole including traditions, behavior patterns, and technologies.	SE/TE: 71-77, 164-165, 240-241, 308-309, 380-381, 446-447, 508-509, 588-589, 656-657, 716-717		
<b>b.</b>	Explain why and how individuals, groups, and institutions respond to continuity and change.	SE/TE: 8, 9, 72, 101, 135-139, 155-158, 180-183, 217-221, 230-235, 236-239, 289-293, 296-301, 302-307, 310-315, 361-367, 370-374, 375-379, 431-435, 438-441, 442-445, 448-452, 453-457, 503-507, 510-515, 516-519, 567-572, 573-577, 580-583, 584-587, 635-639, 642-646, 647-650, 651-655, 705-709, 712-715, 718-723		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Relate economic development to the distribution of resources.	<b>SE/TE:</b> 93, 121-122, 140-141, 204-205, 245-247, 252-255, 276-277, 348-349, 489-490, 554-555, 622-623, 652-654, 665-667  <b>Add'l TE:</b> 317c, 359c, 523c, 537c, 659c		
d.	Recognize that both human choices and natural events have consequences.	<b>SE/TE:</b> 30-31, 40, 129-130, 150-151, 228-229, 230-232, 236-237, 294-295, 319-321, 368-367, 389, 436-437, 491-493, 520-521, 579-580, 584-585, 640-641, 648-649, 710-711, 727-729		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ✓
<b>Objective 6.2: Apply geographic concepts to interpret the present and plan for the future.</b>				
<b>a.</b>	Examine how the unequal distribution of resources affects economic development.	<b>SE/TE:</b> 93, 121-122, 140-141, 204-205, 245-247, 252-255, 276-277, 348-349, 489-490, 554-555, 622-623, 652-654, 665-667  <b>Add'l TE:</b> 317c, 359c, 523c, 537c, 659c		
<b>b.</b>	Investigate career opportunities available through the application of geography skills and concepts.	<b>SE/TE:</b> 5, 10-13, 14-23; <i>see also Skillbuilder, Geographic Thinking, and GeoActivities throughout</i>  <b>Add'l TE:</b> <i>Activity Options</i> in <i>TE</i> bottom margin throughout		
<b>c.</b>	Participate in community activities respecting the environment and personal property.	<b>SE/TE:</b> 9, 139, 175, 178, 663  <b>Add'l TE:</b> 125, 148, 171d, 521, 621		

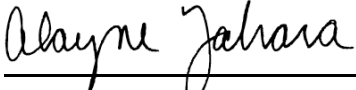
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**Utah Instructional Materials**  
**Credentials of Person(s) conducting Objective Alignment Form**  
(PLEASE NOTE: This is public information and will be posted to the Instructional Materials Website.)

Date of Objective Alignment 6/2/2008

Title of Material Aligned	ISBN:	Aligned to Which Core(s)?	Alignment conducted by:	Qualifications
<i><u>World Geography © 2005</u></i>	SE: 9780618377633 TE: 9780618377671	<i>Geography for Life Core Curriculum</i>	<i>Lara Hightower 6449 N. Newgard Chicago, IL 60626</i>	<i>Masters of Education, Loyola University Chicago Bachelor of Arts, University of Chicago Secondary School Counselor, Chicago Public Schools</i>

I hereby certify that the information listed above is accurate to the best of my knowledge.

 Supervisor, Standards & Correlations  
\_\_\_\_\_  
Signature of Company Signee & Position of Authority

